



Problems and Suggestions of Current Preschool Teacher Training: Based on the Analysis of “National Training Plan”

LIANG Yunjia^{[a],*}

^[a]Associate Professor, School of Education, Yibin College, Yibin, China.
 *Corresponding author.

Supported by the “Influences of Undergraduate Education on Innovative Talents” From Higher Education Project of Yibin College (12GJ009).

Received 3 January 2018; accepted 20 March 2018
 Published online 26 March 2018

Abstract

This paper summarized the current problems concerning preschool teacher training in China based on the analysis of “National Training Plan”. These problems include deficiency of evaluation, inappropriateness of training content, and so on. This paper then proposed some measurements and suggestions on preschool teacher training system, training content, and arrangement of training schedule.

Key words: Preschool teacher training; Problem and suggestion; “National Training Plan”

Liang, Y. J. (2018). Problems and Suggestions of Current Preschool Teacher Training: Based on the Analysis of “National Training Plan”. *Cross-Cultural Communication*, 14(1), 84-87. Available from: <http://www.cscanada.net/index.php/ccc/article/view/10245>
 DOI: <http://dx.doi.org/10.3968/10245>

INTRODUCTION

The *National Mid-and-Long Term Education Development Planning* definitely proposes to implement the “national preschool education project” and focuses on “training rural kindergarten directors and backbone teachers”. In 2011, under the direct guide of teacher training department in Ministry of Education, China started implementing the “national training plan—rural backbone teacher training project in the middle west”, proposed the preschool teacher training and focused

on short-term and concentrated rural preschool teacher training. In January 2018, General Office in the Ministry of Education and General Office in Ministry of Finance issued the *Notification on Completing National Training Plan for Middle, Primary School and Preschool Teachers* in 2018 to further carry out the national training plan. Under the overall background, preschool teacher training gains the remarkable performance, but the current preschool teacher training still should be improved. This paper is based on the “middle west” in “national training plan” to summarize and analyze problems by starting from the implementation of the current “national training plan”.

1. THE SYSTEM PROBLEMS OF PRESCHOOL TEACHER TRAINING

1.1 Bull Management in Macro

Unclear training management principal is a significant problem in the current preschool teacher training problems. Correspondingly, the administrative authority of preschool teacher training has the great departmental intersectionality to form the bull management phenomenon of preschool teacher training, resulting in unknown power or authority of kindergarten management. In theory, the team management of kindergarten management is directly taken charge by the local Education Bureau or competent administrative department. The management principal is very clear, but due to diversification in kindergarten school-running subjects in practice, different kindergarten school-running subjects are guided by diverse competent departments. The current kindergarten management departments include the administrative departments for education, industrial and commercial administrative departments, civil administrative departments, the Women’s Federation, Chinese Communist Youth

League Committee and youth working group. The bull management enables preschool teacher training to be present in the chaotic state. There is short of the uniform organization, management, plan and evaluation, resulting in the content randomness, short-term training time and training departmental interest in preschool teacher training. What's more, preschool teacher training neglects the public welfare of education and shows that strong profit phenomenon. It is more serious that bull management is hard to objectively evaluate preschool teacher training effects, resulting in low-efficient preschool teacher training.

The current period is the opportunity period of Chinese preschool education development. The nation, government, society and family pay high attention to the preschool education. The Ministry of Education is implementing the "preschool education three-year plan". The educational development plan in each province, area and city also correspondingly formulates the preschool education development plan. To grasp the development opportunity period and use the implementation of "national training plan" to improve kindergarten education management level is an effective approach to solve the bull management in Chinese preschool teacher training. To gather training guidance of preschool teacher construction in basic teaching department or teacher training department of the Education Bureau can further distinguish from the administration authority of kindergarten education, confirm the clear rights and obligations and power or authority, and construct the effective management mechanism undoubtedly will be contributed to improving the preschool teacher training quality.

1.2 Evaluation Shortage in Micro

Corresponding to the bull management in macro and unknown power or authority, kindergartens are lack of long-term and short-term training planning in preschool teacher construction. The kindergarten standard need is an important standard in preschool teacher construction. Based on the practical situation and need, this kindergarten should select teachers to participate in the training for promoting scientific development of the kindergarten, so as to shape "seed" backbone preschool teachers in germination, growth and promotion. In practical operation, the kindergarten often gives more considerations to complete the in-service teacher education tasks in national regulations and administrative indexes of competent departments and pays inadequate attention to teacher training effects, reflecting in being short of planning in training teacher selection, neglecting kindergarten need, and having the large randomness. In the teacher training process, it is short of the necessary motivation and evaluation. After training, it is lack of the quantitative and objective evaluation, thus some areas just cope with preschool teacher training. And it

is difficult to embody the preschool teacher training effects.

As a result, teacher selection in training should be based on the physical truth of the kindergarten in the training process. It is necessary to establish the assessment standard based on the kindergarten practice for teachers in training and reinforce quantitative assessment in line with the need and development planning of the kindergarten, instead of considering it as none of the kindergarten's business, but the business of training institutions after selecting and sending teachers to training institutions. In order to reinforce the overall process assessment of preschool teacher training, it is essential to inspect the selection of trainees, performance in the training process, and practical results after finishing training and let teachers feasibly bring actual effect to the kindergarten development.

1.3 Shortage of Connection Between Macro-Scale Standard and Micro Curriculum Plan

The preschool teacher training organized by the government faces up with a dilemma: unification of governmental training plan and diversity of training institution execution. It is necessary to consider how to confirm the macro-scale standard in training contents of "national training plan" and "provincial training plan" and evaluate scientificity and rationality of training content setting.

In the current operation, the provincial Education Department faces to the social bidding for the same project. Different schools and training institutions participate in it. The curriculum scheme formulated by each bidding unit has the uniqueness and forms the diversification of training curriculum scheme. However, after bidding, how to ensure and how to evaluate training quality of each training unit? How to set up a standard training content in the provincial level? How to consider generality of the training curriculum setting? All of these problems must be considered in the implementation process of the "national training plan". Meanwhile, it is worth mentioning that the generality not only embodies the project training principle of national and provincial Education Department, but also cares about the autonomy of the assuming institution to fully develop the initiative of the training institutions and encourage each training institution to use their specialty to improve training quality. In other words, it is essential to link macro-scale standard with micro curriculum plan diversity and display macro generality in the curriculum setting and curriculum plan of training institutions. With regards to this problem, teacher office in Education Department can consider the core module of designing the training course and encourage each training school to do individualized design for training contents on the basis of the core module, so as to develop features and advantages of each training school.

2. SPECIFIC PROBLEMS OF PRESCHOOL TEACHER TRAINING CONTENTS

In the western preschool teacher project implementation of "national training plan", it is also worth noting that preschool teacher training has the insufficient pertinence. The institution of assuming the preschool teacher training tasks doesn't stand out the features of preschool teacher training in the training curriculum provision. It is mainly reflected in the following two aspects:

2.1 Training Contents Are Present in the "Primary School Tendency" and "Adult Tendency"

Some training institutions consider preschool teacher training as continuing education of primary school teachers, apply the training mode of primary school teachers to the primary school teacher training course, and show the tendency that kindergarten education training equals to primary school teacher training. Other training institutions fail to seriously distinguish preschool teacher training from other adult teaching and neglect the particularity of preschool teachers. The curriculum provision is concentrated on "knowledge compensation", instead of "ability compensation", showing that tendency that kindergarten education training equals to the adult education. "Primary school tendency" and "adult tendency" neglect the occupational particularity of preschool teachers, thus training contents are lack of pertinence.

The occupational particularity of preschool teachers is reflected in children in 3-6 years old. During the period, non-randomness of children's mental development is strong. Dominated by the concrete image thinking, thinking development needs to depend on concrete image and action. Correspondingly, child education should give priority to games and activities and help children to experience emotions and promote the cognitive development in games and activities that are favored by children. Hence, preschool teacher training should stand out the game and activity course, so as to enhance game teaching and activity design ability for preschool teachers.

The shortage of pertinence in the current preschool teacher training contents is closely linked with the education system of Chinese teachers. To reinforce the specific department construction of preschool teachers and enhance training ability of trainees is an urgent problem in Chinese preschool teacher education. Under the circumstance that depends on colleges to train preschool teachers, it is important to reinforce training institution evaluation, introduce the sound preschool teacher training institution permission and exit mechanism, and feasibly enhance practical training ability of preschool teacher training institutions.

2.2 "Top-Level Design" Is Disconnected With the "Practical Need"

"Top-level design" is disconnected with the practical need of rural preschool teachers. And this is another problem of insufficient pertinence in the middle west preschool teacher training project of "national training plan". The top-level design of "national training plan" of each province in the Middle West generally appoints the domestic famous colleges for design. When domestic famous colleges participate in the specific demonstration and design of "national training plan" in each province, they have the strong theoretical level. However, colleges conduct theoretical study for a long time, they may not have the in-depth understanding on practical truth of kindergarten education, resulting in the strong idea in the top-level design and serious disconnection from the practical regional kindergarten education. In this way, the training curriculum provision is short of the obvious pertinence and efficiency, as well as practical operation. For example, some middle west provinces establish the brand mechanism module and western course module in training course. Whether these modules can be really suitable for, adapt to and satisfy demands of rural preschool teachers? As introducing famous colleges to do top-level design for preschool teacher training, it is necessary to fully consider the local knowledge and easy embeddedness and avoid training courses from disconnecting from the local practice by targeting at rural preschool education status in this province and this area, thus training is short of pertinence and effectiveness. Also, the implementation effect of "national training plan" is affected.

3. THE SUITABILITY PROBLEM OF CONCENTRATED TRAINING TIME FOR PRESCHOOL TEACHERS

Rational training time arrangement can ensure training effects. So much training must be completed in the short time, resulting in standing out the suitability problem of training time. If this problem can't be solved well, training effect will be worrying. Preschool teacher training in middle west of "national training plan" has the diversified types, but training time is still insufficient. Moreover, the proportion composition of participating preschool teachers has the relatively strict stipulations. Training should be completed in November of that year to March of the next year. The concentrated training is basically completed in the end of February. The concentrated time of each training project at least has 7d and at most has 20d. As for personnel selection, rural preschool teachers under the county level in principle at least account for 2/3 of total participating teachers.

Preschool teacher training in middle west of “national training plan” is intensively implemented. And kindergartens constantly select teachers to study. This disturbs the normal working procedures to a large extent. Generally speaking, the personnel configuration in kind western kindergartens is “two-teacher and one-guard” mode. Due to deficient preschool teacher resources, a teacher in rural kindergartens takes charge of a class. The kindergarten leader doesn’t take charge of a class, but needs to take charge of buying vegetables and assist the kitchen to cook and other logistics. Under the circumstance, how kindergartens can dispatch teachers to participate in training? Students in preschool major work on regular post and in-post provide a good practice opportunity for students and contributes to students’ growth, but students are still students. As a matter of fact, they are short of experience and still need teacher guide and assistance. How can assume the heavy responsibility? In terms of some students, it is the key period to look for a job, so how can they feel at ease to work on regular post? Within 2-3 months, how can they deeply get involved in the internship post? “National training plan” must design the scientific and national training time, thus training time should be suitable for rural preschool teacher time and flow-in and flow-out of trainees won’t affect normal teaching working order of kindergartens, so as to reach the expected effects.

REFERENCES

- Chen, X. M. (2002). Participatory teacher training: Practice and reflection. *Education Research and Experiment*, 1, 66-71.
- Dang, T. J. (2011). Problems and improvement of local universities’ participation in rural teachers’ “national plan”—Taking an example of Short-term intensive training programs in the national program. *Chinese Adult Education*, 10, 121-123.
- Huo, J., & Chen, A. M. (2017). Research on strategies and ways of western rural preschool teachers’ training. *Journal of Shanxi Preschool Normal University*, 33(1), 120-123.
- Liao, H. P. (2011). Plight and hope of education for rural teachers in western regions—Thought of the “national plan”. *Continue Education Research*, 2, 77-79.
- Ye, L. X. (2011). Analysis on the three fundamental issues in teacher training—Reflection originating from implementation of national trainers training program. *Global Education*, 40(7), 61-66.
- Zhou, J. (2017). The present situation and countermeasures of preschool teacher training in ethnic areas in China. *Journal of Inner Mongolia Normal University (Educational Science)*, 30(7), 91-94.
- Zhu, X. D. (2010). On the value of the national training plan. *Teacher Education Research*, 22(11), 4-8.